



INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma Programme

Application form part B

(To be submitted at least two months prior to the authorization visit.)

The appropriate application fee must be paid to the finance office in Cardiff or to IBNA New York office for North American schools when submitting this application part B.

Name of school:

New Hampton School

Date of submission:

March 30, 2009

*Diploma programme
Application form part B
(application for authorization)*

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Organisation du Baccalauréat International
Route des Morillons 15
Grand-Saconnex, Genève
CH-1218
SWITZERLAND

APPLICATION PART B COVERSHEET

To the director general of the International Baccalaureate Organization (IBO),
Geneva, for authorization to offer the IB Diploma Programme

Official name of IB Diploma Programme candidate school:

The New Hampton School

On behalf of the above-named school, I submit part B of the application to offer the curriculum of the IB Diploma Programme and to register candidates for the examinations. I understand that on receipt of part B of the application form the appropriate regional director, or his or her delegate(s), will arrange an authorization visit to the school, at the school's expense, and that subsequently a final decision on the application will be made by the IBO director general. Information about the school is supplied on the attached form and in the accompanying documents.

I confirm again that:

- A. the school will not advertise or otherwise imply that it is authorized to offer the IB Diploma Programme unless, and until such time as, the school receives notification of authorization from the IBO director general, Geneva
- B. the school will only use the "IB World School" logo if and when the school is authorized to offer the IB Diploma Programme.
- C. I have read the document "IB candidate schools: a guide to publicizing your plans" which appears immediately after this page.

I agree that this electronic application form, whether signed electronically or not, will be understood by the IBO to have been read and endorsed by the head of the candidate school, without a signed hard copy being necessary.

I understand and accept that any dispute arising from, or in connection with, part A or part B of the application or any other document relating to the authorization process shall be finally settled by three arbitrators in accordance with the *Rules of Arbitration* of the Chamber of Commerce and Industry of Geneva. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

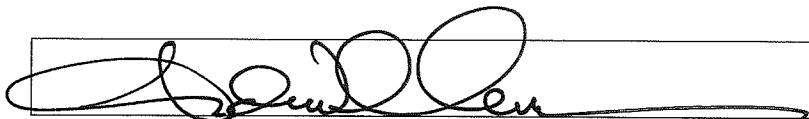
I further declare that, to the best of my knowledge, the information given on this form is correct.

Name and title of head of school:

Andrew Menke, Head of School

Signature:

Date:



March 7, 2009

Notes to the user

This *Diploma Programme application form part B* contains details about your proposed Diploma Programme, and can only be submitted after part A has been accepted by the regional office. Part B must be submitted at least two months prior to the authorization visit.

1. This application form requests information under the following headings.
 1. Creativity, action, service
 2. Master schedule/timetable
 3. Teaching personnel
 4. Preparation for the introduction of the IB Diploma Programme—consultation
 5. Preparation for the introduction of the IB Diploma Programme—financial planning
2. This document also includes the following additional information and requests for information.
 - Application part B coversheet
 - Appendix 1: Job description of the Diploma Programme coordinator designate
 - Appendix 2: Job description of the CAS coordinator designate
 - Appendix 3: Proposed IB Diploma Programme subjects—update
 - Appendix 4: Professional Development of IB Diploma Programme teachers—update
 - Appendix 5: IB Diploma Programme course outlines
 - Appendix 6: IB Diploma Programme course sequencing chart
 - Appendix 7: IBO school database questionnaire
3. *Diploma Programme application form part B* and appendices should be completed electronically and e-mailed to the regional office. It should also be copied to the appropriate regional representative (where applicable.)

Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses. Ensure that the school is clearly identified in all correspondence.

Note: If you are unable or unwilling to provide information for any of the items in this application, please provide an explanation.

IB candidate schools: a guide to publicizing your plans

Congratulations on your decision to apply to become an IB World School. We know that candidate schools are very enthusiastic and eager to keep their school community informed of progress being made in their application.

In order to assist schools with their promotion and communication, the IBO asks you use the following text, unchanged, in school publications, newsletters, brochures, staff advertisements and web sites.

New Hampton School is a candidate school for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that (this school) believes is important for our students.*

**Only schools authorized by the International Baccalaureate Organization (IBO) as IB World Schools can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.*

For further information about the IBO and its programmes, visit <http://www.ibo.org>.

There are two documents that you should refer to for information and advice.

1. *Application Procedure for Candidate Schools*. Article 4 concerns misleading statements in school publicity.
2. *IBO Policy and Rules for Use of IBO Intellectual Property*. This provides information on the correct use of IBO trademarks and copyright material, detailing what you can copy and how. For example, you may not use any of the IBO's logos and you must acknowledge the IBO as the source when you quote directly.

If you have any questions with regard to publicity, please contact your regional office or the communications team at communications@ibo.org.

Finally, we wish you success in your implementation work and look forward to welcoming you as an IB World School.

Communications department

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1 CREATIVITY, ACTION, SERVICE

1a What activities are planned to meet the creativity, action, service (CAS) requirement?

New Hampton School believe strongly in the opportunities for students to participate in CAS opportunities. We already have numerous times available in our student schedules for our school's equivalent of CAS. CAS opportunities would be available for the students throughout their scheduled time at our school (attached and described in "1b" below) rather than in an additional class. Creativity, Action, or Service could be part of our "co-curricular" time after the academic day. We also have designated time available for performing arts 5:30-7:15 every evening, as well as students who may use "study hall" to work on arts projects. It is also important to mention all students must participate in 3 "co-curricular" activities per year for graduation requirements. The co-curricular activities must involve at least one team sport and can then range to individual activities, independent weight-training, or the sports listed below. As for service opportunities, every year there are **8 dedicated 3 hour** Saturday's devoted to service. Students are required to do these. This dedicated time would be available to our IB Diploma CAS candidates (again please refer to the "Fall/Spring" Saturday schedule attached). Below are more detailed descriptions of our planned CAS activities.

Creativity: *arts, and other experiences that involve creative thinking.*

Our Arts visual and performing arts program offers students opportunities to consider an art form in a global and historical context, develop their own work alongside accomplished professionals, and join the cultural life of the community. Examples of Creativity opportunities, include:

- ☐ directing shows (there are two student directed performances each year)
- ☐ curating exhibits (our on-site gallery hosts student and professional artists)
- ☐ join established ensembles
- ☐ dance performance (we have 4 dance classes and a full time dance teacher)
- ☐ dance as a co-curricular offering
- ☐ environmental art (a popular art elective)
- ☐ film as a class and co-curricular offering
- ☐ graphic design as a class and co-curricular offering
- ☐ photography as a class and co-curricular offering
- ☐ studio art as a class and co-curricular offering
- ☐ theatre as a class and co-curricular offering
- ☐ "back-stage" crew and/or productions like sound table, light board, gaffers, riggers, and stage hands.
- ☐ 2 annually produced student performances
- ☐ Event planning

Action: *physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.*

Our school's commitment to staying activity is reflected in our culture and our facilities. We have a cutting-edge, multi-purpose, synthetic outdoor field with

lights for field hockey, football, lacrosse, and soccer. The Field House includes a five thousand square-foot multipurpose area, two gymnasiums, and two comprehensive weight training and cardiovascular rooms. We also have a stand-alone hockey rink. Equestrians use private stables with indoor and outdoor riding rings. Skiers and snowboarders take advantage of the near-by trails at Loon and Waterville Mountain. New Hampton School is set in the middle of hundreds of miles of mountain biking trails, fifty miles of back roads ideal for road biking, and ten miles of cross country running trails. Students also have access to the region's best outdoor climbing and whitewater kayaking and to the school's Burleigh Mountain wilderness campus, which includes a ropes course and alpine tower.

Our facilities are important as a complement to culture of Action here at New Hampton School. We focus not on trophies but on social and personal development, the value of teamwork across age and cultures, resilience, a heightened awareness of the connection between mind and body, and the spirited pursuit of a shared goal. With that we offer the following opportunities for action:

- ☐ Cross Country Running
- ☐ Equestrian
- ☐ Field Hockey
- ☐ Football
- ☐ Mountain Biking
- ☐ Rock Climbing
- ☐ Soccer
- ☐ Women's Volleyball
- ☐ Baseball
- ☐ Road Cycling
- ☐ Golf
- ☐ Kayaking
- ☐ Lacrosse
- ☐ Women's softball
- ☐ Tennis
- ☐ Alpine Skiing
- ☐ Basketball
- ☐ Ice Hockey
- ☐ Snowboarding

Action is such a fundamental focus of our school we put it directly into our daily schedule after our academic day (listed as "co-curricular" on our schedule).

Service: *an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.*

At New Hampton School, we believe that engaging our students in community service experiences can cultivate a sense of civic virtue; our students learn about responsibilities that are inherent to citizenship in a democratic society. Because we recognize the value of instilling in students the feeling that they are part of a wider community, all community members will be expected to give of their time in some way to life in or outside of New Hampton throughout the academic year. Students will develop new relationships, gain important experiences from helping others and draw upon or discover unused talents. Service projects, coordinated and endorsed by the CAS Coordinator, are wide-ranging and accommodate varied

student interests. Eight Saturday mornings throughout the fall and spring are devoted to school-wide service efforts.

Examples include but are not limited to:

- ☐ Campus Recycling: gathering, sorting, and moving recycling to transfer station
- ☐ Wilderness Trail Improvement: forest and wilderness area hiking/biking trail improvement
- ☐ "Buddies": elder care and nursing home visits
- ☐ Babysitters Club: free babysitting service for school and local community
- ☐ Habitat for Humanity
- ☐ "Explorers": Emergency Medical Training for fire fighters in training
- ☐ Big Brother / Big Sister
- ☐ Youth Sports Clinic for local community youth

1b Please provide a brief description of the timetabling (if any) of the CAS activities over the two-year period of the Diploma Programme.

Please see attached schedule (#921807 Appendix 9: School Daily Schedule)

However it is important to mention that there are over 96 dedicated hours of CAS time for our 4 year students. (8 Saturdays from 8:00am to 11:00am each year). Also we have a numerous students would do already do volunteer service outside of the schedule time, such as on Saturday afternoons, Sundays, and school holidays.

2 MASTER SCHEDULE/TIMETABLE

2a Please attach a sample timetable/schedule for a student for the two-year IB Diploma Programme (and/or the intended subject banding or blocking for the timetable), indicating IB subjects distinctly and any other subjects that the student should study, where applicable. This schedule should also show how the candidate school will include:

- 100 class hours for theory of knowledge (TOK) so that it is taught concurrently with the IB Diploma Programme as a whole over the two years of the programme

Comments:

The TOK course will be taught over the course of two year in 3 hour blocks of time.

TOK will be taught:

Every Saturday for a total of 18 weeks of a candidate's Junior year (once a week for 9 weeks in the fall and once a week for 9 weeks in the spring)

TOK will be taught again for 18 weeks of a candidate's Senior year (once a week for 9 weeks in the fall and once a week for 9 weeks in the spring).

This will take the course total to over 100 hours.

Please see attached "Fall and Spring" Schedule (#921807 Appendix 9: School Daily Schedule) and look at the "Saturday 1" heading under

“B/F, A/E, C/D”. This is where TOK will be taught.

3 TEACHING PERSONNEL

3a Who will advise students on their selection of IB Diploma Programme subjects?

Daniel W. Love (I.B. Coordinator Designate)

Students will have to meet entrance or selection criteria in order to be enrolled in the IB Diploma Programme. Currently for our “honors” or accelerated courses we ask for approval by: student advisors, teachers, department heads, director of studies and we would include the IB coordinator to confer in the selection of IB Diploma students. This is done formally and in writing through the Academic Office. Standardized test scores, past academic performance, and on occasion by placement tests, aid the determination where curricular compatibility is in question.

Parents will be informed of the process from the Admissions Office and by the Director of Studies. Each student at New Hampton School has a personalized schedule created by our Director of Studies. The I.B. Coordinator will be consulted (once the student has met the criteria above) to assist the selection of IB Diploma Programme subjects. Once a schedule is completed, a representative from the Academic Office (Director of Studies, Curriculum Coordinator, IB Coordinator, and Registrar) contacts each parent of our students.

3b Who will advise students on college/university placement?

The College Office at New Hampton School with Sally Smith (Interim Director College Advising) will advise students on college/university placement. The college office has two full-time, trained college advisors. Also our school has a dedicated “advisory program” with the College Office partners to disseminate information, especially in the senior year before matriculation.

3c How much time will be provided for IB Diploma Programme teachers to collaborate?

Please explain.

Being a boarding school where 70% of our faculty live on campus, there are numerous opportunities for teachers to plan, discuss, and collaborate. However we also have designated free periods (each teacher has two free periods of the six periods of classes); hour-long weekly faculty meetings devoted to departmental and subject specific collaboration; weekly scheduled department meetings; and 4 annual on-site professional training days for teachers to learn together perhaps from a guest speaker or fellow teacher and plan together. It is also a focus of our professional development program to have our teachers do peer-observations and comment, reflect, and collaborate on improvements in content dissemination, methodology, and pedagogy.

3d For which IB Diploma Programme subjects will the school need to recruit new teachers?

Group 2 Language: French and Spanish.

Our World Language Department that hosts the Group 2 Language subjects is our intention to recruit two teachers, one for Spanish B and one for French B. It would also be our intent that one of these teachers would be Department Head for the World Language Department. It would be ideal to hire someone with IB experience. If the hired Department Head does not have IB experience, that person would need to go to training immediately.

In the interim I, Dan Love, am the World Language Department Head and the one that completed the Appendix 5 for Group 2: Spanish B SL and HL.

TOK and CAS

Additionally we need to recruit and train a TOK teacher and CAS coordinator. It is our strong feeling, based on the interest already expressed, these positions will be filled by internal candidates. Our internal hiring is annually scheduled for April (as stated in Appendix 4). Also see (#921807 Appendix 10: Updated Strategic Plan for Implementation D1)

4 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—CONSULTATION (UPDATE)

Describe the nature of the consultation that the school has already had with the following groups. *If applicable for any section, write "same as part A application".*

4a IBO regional representative(s)/officer(s)

Marilynne Sinclair has been our consultant.

4b Teaching staff

In the fall of 2007 we created a voluntary, exploratory committee of faculty to begin initial research into the IB Diploma Program.

The committee was chaired by our Director of Studies, Jennifer Berry and our College Counselor, Sally Smith.

The committee consisted of twelve key faculty stakeholders.

- Dan Love, Global Curriculum Coordinator, faculty member and IB Coordinator Designate
- Darren Redman, English Department Head
- John Cullinan, History Department Head
- Amy Wilson, Visual Arts Department Head
- Russ Brummer, Science Department Head
- Forest Reid, Math Department Head
- Justin Freeman, Math and Science Faculty
- Rebekka Joslin, Science Faculty & Sustainability Coordinator
- Justin Joslin, Math and Science Faculty
- Hans Mundahl, Director of Classroom Technology Integration

The range of teachers' understanding of I.B. ranged from those who were IB trained, those who worked in IB schools, those who were familiar with the program and others who were learning

about it for the first time. Members of the exploratory committee now are on the steering committee to complete aspects of the application phases.

4c Parents

Parents have received information about the IB diploma programme is through educational seminars. During key events at our school, we always have panel discussions on the IBO, IB Diploma Programme, and benefits of an IB Diploma. For example, during Parents Weekend on October 10th and 11th, we dedicated two hour-long panel discussions to “Understanding the International Baccalaureate Program.” Through parent education, we can start to plant the seeds for student participation. There are three similar panel discussions slated for key event weekends this school year.

On-site we are endorsing the IB philosophy but we also are planning to educate our alumni and present populations through our internet “Push Pages.” These Push Pages are weekly electronic newsletters to our database of alumni, parents, and various educational consultants and associations. It is our goal to have monthly educational statistics about the IB programme. For example, a near-future electronic article will be on the completion of the first part of the two-part application.

We are also soliciting the help of our newly organized Parent Association to aid in the education and promotion of the IB Diploma Programme. Since many of our parents in our community live away from our boarding school community, this is a logistically complicated issue. However, hosting information, presentations, and Pod-casts /web-stories on the website, www.newhampton.org has made communication much more possible.

4d Students

Strategically we began with a Task Force of teachers and administrators to explore the IB. When confident the program was the right fit for our school, we presented it and gain unanimous approval from our Board of Trustees. We then sent our Department Heads to IB Diploma trainings. Upon their return, we began to widen the circle of education by explaining the IB to our faculty, admissions staff, and key administrative individuals. The next step was to educate our parents. The final stage of our concentric communication and consultation circle is the first class of students that will have the IB Diploma Program available to them. To New Hampton School, this is class of 2012 (*i.e. they graduate in 2012*). In April we begin our IB education two-part series to explain the curriculum, process, and benefits of the IB Diploma Programme. The first part of the series is to explain the mission, vision, IB Learner Profile and show the countries where the IBO, IB Diploma Programme is available. The second part of the series will be to explain two-year Diploma curriculum, TOK, CAS, and extended essay. Also this is where we will explain the selection process for the Diploma candidates. These sessions will happen during our regularly scheduled class meeting times and the sessions will be conducted by the IB Diploma Coordinator designate.

Sample schedules for prospective “art” or “science” students have been created and shown to students, please see (#921807 Appendix 11 and 12: Sample School 4 year Course Schedule)

4e Local, regional or national educational authorities, where applicable (Please specify.)

Non-applicable as a private institution we are not governed by local, regional, or national educational authorities.

4f Other IB World Schools teaching the Diploma Programme

The American School Foundation in Mexico City, Mexico

United World College-USA Montezuma, New Mexico USA

United Nations International School, New York City, New York USA

Rabat American School, Rabat, Morocco

American School of Milan, Milan, Italy

Munich International School, Munich, Germany

American International School of Budapest, Budapest, Hungary

St. Timothy's School for Girls, Stevenson, Maryland USA

Verde Valley School, Sedona, Arizona USA

Whitby School, Greenwich, Connecticut USA (MYP)

The nature and extent of the contact with the schools has differed, however in each of the schools one or more of our teachers have had on-going, informal, contact in order to gather information and collaborate. This sharing on information has been vital to our understanding and encouragement of the planning process. We look forward to continue our contact.

It is also important to mention many schools our faculty have contacted on the OCC do not appear on this list.

**5 PREPARATION FOR THE INTRODUCTION OF THE IB DIPLOMA PROGRAMME—
FINANCIAL PLANNING (UPDATE)**

5a (i) In future, what amount of funding will be allocated per year for teacher training? \$35,000

(ii) What percentage of the annual school budget does this amount represent? Less than 1%

5b (i) Will sufficient time be allocated to the IB Diploma Programme coordinator to carry out his or her duties effectively? The minimum recommended time allocation is 25% of a full time teaching load. yes

(ii) What amount of time will be allocated per week? 20 hours

Comments:

A full administrative workweek is 40 hours. Of those 40 hours, 10 hours are devoted toward teaching, 20 to IB Coordination and the remaining 10 will be designated toward other curriculum coordination duties (i.e. syllabi review, course book selections, and examination review). This allows 50% of his professional time available solely for IB Coordination responsibilities.

(iii) Will sufficient time be allocated to the CAS coordinator to carry out his/her duties effectively? yes

(iv) What amount of time will be allocated per week? 12 hours

Comments:

Our CAS Coordinator would be liberated of their co-curricular duties to be the CAS duties and devote 12 hours a week (240 hours a year) entirely to the coordination of CAS, thus allowing 25% of his/her professional time available solely for CAS.

Who completed this application form?

Name: Daniel W. Love

Position: Curriculum Coordinator / I.B. Coordinator Designate

Date: March 29, 2009

Note: The *Diploma Programme application form part B* and appendices **should be completed electronically** and returned to the regional office at least two months before the arranged authorization visit. In consultation with the regional office, any supporting documentation should be sent on CD-Rom(s) wherever possible. Please ensure that the school is clearly identified in all correspondence.

Appendix 1

Job description of the Diploma Programme coordinator designate

Please also provide a description of any other roles the nominated person may have.)

Global Curriculum Coordinator / IB Diploma Programme Coordinator Designate

As a member of the administrative team, the Global Curriculum Coordinator (GCC) is a leader at New Hampton School. Reporting to the Head of School and working in partnership with the Director of Studies, the GCC oversees the curriculum development and scope and sequence of individual courses as well as oversees the research, design, and implementation of the core curriculum. The Global Curriculum Coordinator does not write the curriculum for each course, but rather maintains the progressive nature and integrity of the curriculum as well as initiates and manages changes of courses / course content.

Specific responsibilities include (but are not limited to):

Liaison between Academic Program and Faculty

- *Researches and aids Academic Departments with the design of innovative curricula for each academic content area to contemporize content, skills, and approaches used.
- *Sets and achieves curriculum goals and objectives, while establishing balance between academic rigor and creative application.
- *Collaborates with the Director of Studies and Academic Departments to critique and revise course sequencing and offerings that manifest research findings and student interest.
- *Ensures the delivery of fundamental academic skills within a more relevant set of courses.
- *Researches technological developments and designs strategies for the implementation of greater technology use across the curriculum.
- *Determines the fundamental skill sets necessary to develop citizens for the 21st century.
- *Collects and strategically develops syllabi from each faculty member. Reconciles significant differences between individual syllabi.
- *Facilitates additions, deletions, updates, and changes to courses.
- *Maintains the integrity of courses and the curriculum.
- *Monitors assessment in individual courses and coordinates testing for multi-class groups.
- *Supervises textbook, teaching resources, and technology selections for each course in discipline areas, interacting with the bookstore and faculty as needed.
- *Researches and develops relationships with schools across the globe to create globally relevant international learning opportunities. These represent both language and cultural immersion opportunities.
- *Ensures that the NHS curriculum is relevant, the pedagogy is progressive, and the curriculum is internationally minded.

International Diploma Coordination

***IB Curriculum Coordinator Designate.**

*IB consultant liaison.

*Fully responsible for programmatic and institutional items concerning the International Baccalaureate Program at NHS.

- Assesses prospective student preparedness
- Evaluation of prospective student applications and portfolios
- Sets and monitors internal assessment schedules
- Sets and monitors external assessment schedules for papers and exams
- Monitor the CAS program and Extended Essay
- Plan and monitoring interdisciplinary projects
- Maintain an international perspective in the curriculum
- Monitor each student's progress in academics as well as CAS and EE
- Administers the sending of IB internal assessments and externally moderated exams
- Orders the necessary materials for specific course needs

*Facilitates and disseminates IB relevant material to staff.

*Conducts on-going parent education to the benefits of the IB Diploma program.

*Relates IB scores to College Counselling Department and other interested parties.

Coordinates Faculty Evaluation and Professional Development for IB Teachers

- *Coordinates evaluation of classroom IB teachers
- *Schedule and arrange for ongoing additional teacher IB training
- *Coordinates academic professional development for all faculty to develop the sense of international-mindedness and to promote it in *all* classrooms. The IB Coordinator will work with the trained IB teachers to provide information and support for teachers that are not teaching any IB Diploma Programme courses.
- *Co-Chairs Committee of Academic Department Heads with the Director of Studies to establish and disseminate leadership tasks.
- *Oversees and collaborates with Experiential Learning Program Director.
- *Attends and presents the global curriculum at national conferences and/or workshops to recognize the program's strength, viability, and importance.
- *The Curriculum Coordinator is a 12-month, administrative position.
- *The Curriculum Coordinator also teaches one class.

Appendix 2

Job description of the CAS coordinator designate

(Please also provide a description of any other roles the nominated person may have.)

CAS Coordinator

The CAS Coordinator is a teacher with responsibilities at New Hampton School. Reporting to the Global Curriculum Coordinator and working in partnership with the Director of Studies, the CAS Coordinator oversees the CAS development and implementation of the CAS requirement.

Specific responsibilities include (but are not limited to):

1. Be familiar with all information in the CAS Guide
2. Fully embrace the aims and objectives of the CAS program.
3. Model the spirit of CAS in daily life
4. Maintain a professional relationship with students at all times
5. Attend the CAS training workshop sponsored by IBO
6. Be responsible for the CAS budget under the direction of the IB Diploma Coordinator.
7. Organize activities over a two-year period as determined by the students and in line with the CAS Guide
8. Conduct 2 meetings with the incoming IB class of diploma students in the fall and in the spring.
9. Conduct 2 meeting with seniors in the fall and in the spring to assess their experiences.
10. Hold regular individual meetings with CAS students throughout the two-year program during their spares and lunch hours or before or after school as needed.
11. Be available for consultation with students on a weekly basis, this to include those students needing additional support.
12. Set aside time daily for planning and administration of the program. Suggested release time being 4 hours a week.
13. Organize, update, and store all student records in a secure location
14. Attend all IB Faculty meetings
15. Attend regional meetings as appropriate
16. Meet regularly with Diploma Programme Coordinator for an update on students' progress
17. Develop and update the CAS Guide
18. Submit the CAS report to IBO by May 1 of each year
19. Review and provide feedback on the CAS reflective essays for senior students.
20. Be ready to submit an official CAS review if required by IBO
21. Liaise and report results to the Academic Office for reporting periods and with the College Office for college/university applications.
22. Write reference letters and applications as needed.
23. Ensure that activities with the CAS structure are consistently monitored and varied in keeping with the international philosophy of the program.
24. Encourage participation of faculty, staff, parents, and former IB students in CAS activities
25. Attend our Closing ceremonies.
26. Be willing to discuss the program with community organizations such as hospitals, United Way, Big Brother/Big Sister, New Hampshire CARES etc.
27. Maintain a list with contacts where appropriate of potential projects that would fulfil the CAS mission and philosophy.
28. Provide outreach with the broader community with a parent information meeting in the fall, a presentation at the course introduction evening and at the admissions evening in the fall.

Release time and arrangements relevant to the above:

1. 12 hours a week minimum
2. Office space, with meeting area, routine business equipment, email, phone, storage cabinets, office supplies
3. Administrative support for newsletters, communicating with families and preparation of materials.
4. Notice boards

Appendix 3

Proposed IB Diploma Programme subjects— update

	Subject(s) chosen	Estimated no. of candidates at higher level	Estimated no. of candidates at standard level	Language(s) of instruction
Group 1: language A1	English	20	20	English
Group 2: language A2				
language B	Spanish French*	Spanish: 5 French: 4*	Spanish: 10 French: 8*	English and ... Spanish French
	*It is our intention to offer French SL/HL by 2010 however we do not have a teacher able to complete a course outline at this time. <i>See question 3d.</i> We intend to hire a new French teacher or train our a current teacher by September 2009 able to teach the IB course.			
language ab initio				
classical languages				
Group 3: individuals and societies	History HL	15		English
	History SL		25	English
Group 4: experimental sciences	Biology	5	10	English
	Physics	10	5	English
	Environmental Systems and Societies		10	English
Group 5: mathematics and computer science	Math	5		English
	Math		10	English
	Math Studies		10	
Group 6:	Visual Arts	5	5	English

the arts	Environmental Systems and Societies		10	English
Theory of knowledge (TOK)	Compulsory		20	English

Appendix 4

Professional Development of IB Diploma Programme teachers—update

Please indicate when the head of school, prospective coordinator and IB Diploma Programme teachers, in each of the Diploma Programme subjects and requirements, have received or will be receiving training. It is expected that all teachers undertake training at IBO-approved workshops prior to beginning teaching. For specifics on regulations regarding building a Diploma Programme, refer to the *Vade Mecum*, section A. Attach extra sheets as necessary.

Diploma Programme groups	Teacher's name next to Diploma Programme subject course (indicate HL/SL)	Qualifications of each teacher (degrees, diplomas)	Date and location of teacher training	Future workshops to be attended
Head of school	Jennifer Berry	B.A.		Diploma Level 1: Administration St. Petersburg, FL, USA (June, 2009)
Diploma Programme coordinator designate	Daniel W. Love	B.A. M.A.	IB Coordinator Level 1: (November, 2008) Denver, Colorado USA <u>M.Y.P.</u> Level 1: (October, 2003) Milan, Italy Level 3: (October, 2006) Myrtle Beach, South Carolina, USA <u>Diploma</u> Level 1: (June, 2002) Riga, Latvia Level 3: July, 2005 New York City, New York USA	
Group 1: language A1	Darren Redman (English A1 HL/SL)	B.A. M.S.	Diploma Level 1: English A1 HL/SL Montezuma, New Mexico USA (July, 2008)	
Group 2: language A2				
language B	Erin O'Toole (Spanish B SL)	Spanish: B.A., M.Ed		<i>Spanish</i> Please see above, section 3d in

	Morganne Freeborn (French B SL)	French: B.A.		<i>application.</i> <u>French</u> <i>Please see above, section 3d in application.</i>
language ab initio				
classical languages				
Group 3: individuals and societies	Daniel Love History	B.A. M.A.	Diploma Economics SL Level 1: (June, 2002) Riga, Latvia History HL Level 3: July, 2005 New York City, New York USA	
	Patrick Hopkins History SL	B.A. M.Ed		Diploma Level 1: Lake Tahoe, California USA (July, 2009)
Group 4: experimental sciences	Environmental Systems and Societies: Russel Brummer	B.S. M.S.	Diploma ESS Level 1: Lake Tahoe, California USA (July, 2008)	
	Biology SL/HL: Jessica Kang	B.S.		Diploma Level 1: Lake Tahoe, California USA (July, 2009)
	Physics SL:	B.S. M.S.		Diploma Level 1: New York, NY USA (July, 2009)
Group 5: mathematics and computer science	Math SL: Forest Reid	B.S. M.S.	Diploma Level 1: Dallas, Texas USA (October, 2008)	
Group 6: the arts	Visual Arts SL/HL: Amy Wilson	B.A.	Diploma Level 1: Montezuma, New Mexico USA (July, 2008)	

Theory of knowledge (TOK)				To be determined in April 2009 <i>(upon the completion of our hiring process for internal and external candidates)</i>
Creativity, action, service (CAS)				To be determined in April 2009 <i>(upon the completion of our hiring process for internal and external candidates)</i> Also see (#921807 Appendix 10: Updated Strategic Plan for Implementation D1)

Appendix 5

IB Diploma Programme course outlines

Teachers responsible for each proposed subject must prepare a course outline following the guidelines below. While IB subject guides will be used for this exercise, teachers are expected to adapt the information in these guides to their own school's context. Please be sure to use IBO nomenclature throughout. The name of the teacher(s) who wrote the course outline must be recorded at the top of the outline.

Name of the teacher who prepared the outline:

Name of the course:

For example, English A1, HL.

Course description:

In two to three paragraphs, describe the course in terms of focus, purpose, aims and objectives, the inclusion of internationalism, the proposed process, and expected assessment. This should be a summary.

Topics:

In narrative or outline form, list what you will cover in your course to meet the IB syllabus requirements. In addition, if IB courses are going to be combined with Advanced Placement or other curriculums, outlines should address additional non-IB topics to be covered.

Assessment:

Knowledge of IBO-required assessments and descriptors should be evident. All parts of IB assessment should be addressed, both internal and external. In addition, examples of non-IB monitoring should be given, if they are part of the course.

Resources:

List the books and other resource materials and software that will be used in the course. Information should include what is currently available as well as what is being ordered.

Teaching time:

List all classroom teaching hours for each HL and SL course. Explain how the hours are calculated.

HL/SL course	Teaching hours
	(add rows as necessary)

In addition:**For group 1 subjects:**

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- List the works for language A1 and explain how these works reinforce internationalism.
- Does your list of works reflect the requirements of both “genres” and “periods”, as explained in the language A1 syllabus and in the prescribed book list (PBL) for your language A1?
- Are there adequate materials, particularly in literature, criticism, and literary history?

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For group 2 subjects:

- Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Is provision made for individual practice in speaking and listening over and above what is possible within regular class hours, whether through a language laboratory or by other means?
- Is each language level grouped appropriately, allowing the teachers to provide specialized, intense instruction for each group?
- Explain how the resources and themes chosen will highlight or reinforce internationalism.
- Is the school well stocked with general high-interest reading material at all levels of proficiency in the languages being offered?
- Does the school subscribe to newspapers and periodicals in the language(s) being offered for student and staff use?

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For group 3 subjects:

- Where history will be offered at higher level, please indicate the regional option selected.
- Have the teachers organized appropriate optional topics for study where applicable? Does the course provide adequate preparation in oral and written expression and in analytical and critical thought?
- Explain how the topics chosen will be used to reinforce internationalism.

- Does the school subscribe to newspapers, periodicals, and current reference materials providing up-to-date information, for both staff and student needs, relevant to the group 3 courses offered at the school?
- Where history will be offered at higher level, are there adequate reference materials in the library to support the study of the regional option, as well as to provide sources for in-depth study?

For group 4 subjects:

- Have the teachers organized appropriate laboratory exercises and optional topics for study that conform to IBO requirements for the specific science course?
- Does the course provide adequate training in analytical and critical thought?
- Have science teachers collaborated and planned for the group 4 project?
- How do you envision that the methodology and resources with which the sciences are presented will enhance the international perspective of your students?
- Has there been an assessment of the laboratory facilities?
- Is there adequate instructional space for the group 4 courses?
- Are the science laboratories adequately equipped to perform those exercises required by the IB Diploma Programme curriculum?
- Does the school subscribe to appropriate scientific periodicals and journals and maintain balanced, current and adequate stocks in the life and physical sciences?

For group 5 subjects:

- Does the course provide adequate training in analytical and critical thought?
- Have courses been sequenced to provide appropriate preparation for the various mathematics options and computer science?
- How will the international perspective of your students be enhanced by the methodology and resources used in the teaching of mathematics/computer science?
- Does the classroom and/or library contain a variety of modern mathematics textbooks, technical reference materials and other supplementary instructional materials to support the course(s) in IB mathematics?
- Does the classroom and/or library contain sufficient materials to support the computer science course?

For group 6 subjects:

- Are all group 6 courses adequately supported with materials and laboratory/studio space?
- Does the course outline adequately demonstrate that the school has prepared for the required internal assessments for the subject(s)?

For theory of knowledge:

- Is the TOK course designed to conform to IBO requirements in substance and classroom hours?
- Indicate the distribution of TOK topics over the two years of the IB Diploma Programme.
- Does the course provide adequate training in analytical and critical thought?

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For all subjects:

- Has a thorough review of the available resource materials and equipment (both within the department and in the library/media centre) been conducted?
- Are instructional materials available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses?
- Are community resources used both within the classroom and as part of regular field trips?
- Are the needs and projected costs of acquiring all necessary materials and equipment for each subject group clearly stated?
- Is an international perspective included?

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Appendix 6

IB Diploma Programme course sequencing chart

	Diploma course/ subject (indicate SL/HL)	9th Grade (penultimate year before Diploma Programme commences)	10th Grade (final year before Diploma Programme commences)	Diploma Programme Year 1	Diploma Programme Year 2
Group 1: language A1		English I (Honors)	English II (Honors)	Language A1 (English SL)	Language A1 (English SL)
		English I (Honors)	English II (Honors)	Language A1 (English HL)	Language A1 (English HL)
Group 2: language B		Spanish I French I	Spanish II French II	Spanish B SL French B SL*	
		Spanish I French I	Spanish II French II	Spanish B HL French B HL*	Spanish B HL French B HL*
				*It is our intention to offer French SL/HL by 2010 however we do not have a teacher able to complete a course outline at this time. <i>See question 3d.</i> We intend to hire a new French teacher by May 2009 able to teach the IB course.	
language A2					
language ab initio					
classical languages					
Group 3: individuals and societies		Comparative Cultures (Honors) (9 th <i>Grade History</i>)	World History (Honors) (10 th <i>Grade History</i>)	History of the Americas SL	History of the Americas SL

		Comparative Cultures (Honors) (<i>9th Grade History</i>)	World History (Honors) (<i>10th Grade History</i>)	History of the Americas HL	History of the Americas HL
Group 4: experimental sciences		Science and Sustainability (Honors)		Biology SL	Biology SL
		Science and Sustainability (Honors)		Biology HL	Biology HL
		Science and Sustainability (Honors)		Physics SL	Physics SL
		Science and Sustainability (Honors)		Physics HL	Physics HL
		Science and Sustainability (Honors)		Environmental Systems and Society	
Group 5: mathematics and computer science		Algebra II (Honors)	Pre-calculus (Honors)	Math Studies	Math Studies
		Algebra II (Honors)	Pre-calculus (Honors)	Math SL	Math SL
		Pre-calculus (Honors)	Calculus	Math HL	Math HL
Group 6: the arts		Arts Foundations		Visual Art SL	Visual Art SL
		Arts Foundations		Visual Art HL	Visual Art HL
		Science and Sustainability (Honors)		Environmental Systems and Society	
Theory of knowledge (TOK)		9 th Grade History/Social Science course is Comparative World Cultures focusing on (Human Geography) including as a major unit of the curriculum, a 4 week unit		Compulsory	Compulsory

		on World Religions.			
Extended essay - research		<p>9th Grade English is a requirement</p> <p>4 year Foundations of Learning Skills Continuum of 10 skills and specific exist outcomes. Writing is taught across the curriculum but the writing process is monitored through the English Dept.</p>	10 th Grade English is a requirement	Compulsory	Compulsory

Appendix 7

IBO school database questionnaire

	Question	Answer	Explanation
1	Name of candidate school	New Hampton School	
2	Legal registered name of school (if different from above)		Name that will appear on school diplomas
3	Country	United States of America	
4	State	New Hampshire	USA/Canada only
5	Regional office	IBNA	IBAEM/IBNA/IBAP/IBLA
6	School web site address	www.newhampton.org	
7	CAS coordinator	(yet to be appointed, will be done in April 2009 as is the standard protocol with all new positions in our school)	
8	Working language of school	English	Language in which school will receive documentation from the IBO
9	Language(s) of instruction	English	Languages that are used for group 3–6 subjects
10	Payment currency	U.S. Dollars	
11	Main exam session	May	May/November
12	Legal status	Private school 501 (c) (3) corporation	Private/state/government/national/other
13	If “other” please specify		
14	Boarding/day school	70% Boarding/ 30% Day	Boarding/day/both
15	Student population	320 both male and female 60% Male 40% Female (coeducational)	Male/female/both
16	Ages: From	13	
17	Ages: To	20	
18	Total enrollment in school	320	
19	Date of initial authorization		For office use only
20	Does your school offer any other IB programme?	no	If “yes”, please enter MYP/PYP school code
21	No. full-time staff in whole school	126	
22	No. part-time staff	26	

23	No. secretarial staff	14	
24	No. teaching days per annum	180	
25	No. and % of grade cohort in school taking the first full IB diploma exams	10 students (3% of the school) (12% of I.B. Students)	

Continued overleaf

26	No. and % of grade cohort in school taking first IB exam certificates only	75 students (23% of the school) (88% of I.B. students)	
27	No. and % of grade cohort in school taking the second full IB diploma exams	15 students (5% of the school) (18% of I.B. Students)	
28	No. and % of grade cohort in school taking second IB exam certificates only	70 students (23% of the school) (82% of I.B. students)	

New Hampton School

Additional Appendices

8. Site Visit Date Request Letter
9. School Daily Schedule
10. Updated Strategic Plan for Implementation
11. Sample School 4 year course schedule for “Art HL” student
12. Sample School 4- year course schedule for “Science HL” student
13. Spanish Program Scope and Sequence (also included in Appendix 5: Spanish B SL)

March 31, 2009

Dear International Baccalaureate North America Diploma Programme:

It is with great excitement that I write this letter to you. We at New Hampton School have been thoroughly challenged and excited by the strategic process of applying to be an IB Diploma Programme school. It is with this goal in mind that I write this letter.

Anticipating acceptance of Part B of the application process, I was hoping to know the process for requesting a site visit date. The reason I ask is our Board of Trustees is an international group of 15 individuals. They meet four times a year on our campus in central New Hampshire. One of the scheduled meeting dates is October 29-31, 2009.

Would it possible to request a date such as October 29-31, as a possible site visit date?

Thank you in advance,

Daniel W. Love
Curriculum Coordinator / IB Coordinator Designate
New Hampton School

2008-09 Fall & Spring Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday-1	Saturday-2
8:00-8:55 55 min. A	8:00-8:55 55 min. B	7:45-8:45 60 min. FM	8:00-8:55 55 min. D	8:00-8:55 55 min. E	8:00-8:55 55 min. B/F	Community Service 8:00 -11:00
9:00-10:15 75 min. BL	9:00-10:15 75 min. CL	8:50-9:45 75 min. C	9:00-10:15 75 min. AL	9:00-10:15 75 min. FL	9:00-9:55 55 min. A/E	
10:20-10:50 30 min. SM	10:20-10:50 30 min. Class/Office Hours	9:50-11:05 75 min. DL	10:20-10:50 30 min. Jobs	10:20-10:50 30 min. SM	10:00-10:55 55 min. C/D	
10:55-11:50 55 min. C	10:55-11:45 55 min. E	11:10-12:05 55 min. B	10:55-11:50 55 min. F	10:55-11:45 55 min. D	11:00-12:00 LUNCH	11:00-12:00 LUNCH
11:50-12:35 LUNCH	11:50-12:35 LUNCH	12:05-1:00 LUNCH	11:50-12:35 LUNCH	11:50-12:35 LUNCH		
12:35-1:20 45 min. D	12:35-1:30 F		12:35-1:05 30 min. Advisor Mtg.	12:35-1:20 45 min. C		
1:25-2:10 45 min. E	1:35-2:30 55 min. A		1:10-2:25 75 min. EL	1:25-2:10 45 min. A		
2:15-3:00 45 min. F			2:30-3:00 30 min. Dept. Mtg.	2:15-3:00 45 min. B		

Winter Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-8:55 55 min. A	8:00-8:55 55 min. B	7:45-8:45 60 min. FM	8:00-8:55 55 min. D	8:00-8:55 55 min. E	8:00-8:55 55 min. F
9:00-10:15 75 min. BL	9:00-10:15 75 min. CL	8:50-9:45 55 min. C	9:00-10:15 75 min. EL	9:00-10:15 75 min. FL	9:00-10:15 75 min. AL
10:20-10:50 30 min. SM	10:20-10:50 30 min. Class/Office Hours	9:50-11:05 75 min. DL	10:20-10:50 30 min. Advisor Meeting	10:20-10:50 30 min. SM	10:20-11:10 50 min. D
10:55-11:50 55 min. C	10:55-11:45 50 min. E	11:10-12:00 50 min. F	10:55-11:45 50 min. A	10:55-11:45 50 min. B	11:10-12:00 LUNCH
11:50-12:35 LUNCH	11:50-12:35 50 min. A	12:00-1:00 LUNCH	11:50-12:35 45 min. B	11:50-12:35 45 min. C	
12:35-1:20 45 min. D	12:35-1:25 LUNCH		12:35-1:25 LUNCH	12:35-1:25 LUNCH	
1:25-2:10 45 min. E			1:25-1:40 Jobs		
2:15-3:00 45 min. F					
3:05-3:25 20 min. Jobs- Snowsports					

Strategic Plan for Implementation



AIM: to become an IB world school, implementing the DP in the fall of 2010, for first Diploma exams in May 2012

Objective:		Align school's educational beliefs and values with those of the IB	
Philosophy		A1	
Action 1: Work with the Steering Committee of the Board of Trustees		Who: Jennifer Berry, Director of Studies	By: April, 2008
Action 2: <i>Review IBO's educational beliefs and values with those of New Hampton School in the Academic Program and Curriculum Strategic Planning Subcommittee</i>		Who: Jennifer Berry, Director of Studies	By: May, 2008
Objective:		Understand IB's interpretation of international mindedness and develop ways to promote it.	
Philosophy		A2	
Action 1: Incorporate our international students into our wider school community.		Who: Veronica Lima-DeAngelis International Program Director	By: Ongoing
Action 2: Create ways for information and communication technologies can better create and foster international-mindedness.		Who: Hans Mundal, Director of Learning Technology	By: September, 2008
Action 3: Actively recruit international students with a global, international perspective		Who: Suzanne Buck, Director of Admissions	By: Ongoing
Objective:		Submit relevant documents on time	
Organization		Process	
Action 1: Create and hire IB Coordinator Designate Position		Who: Jen Berry, Director of Studies & Andrew Menke, Head of School	By: March, 2008

Action 2: IB Coordinator designs organizational structure to support IB application and implementation process			Who: Dan Love, Global Curriculum Coordinator	By: August, 2008
Objective:	a. Support	Secure administrative support; identify and train IB teachers and administrators		
Organization				
Action 1: Create job descriptions of CAS and TOK			Who: IB Exploratory Committee	By: April, 2008
Action 2: Ask for letters of intent to train IB teachers			Who: Jen Berry, Director of Studies & Dan Love, Global Curriculum Coordinator	By: May, 2008
Action 3: Create professional development selection criteria for IB training			Who: Jen Berry, Director of Studies & Dan Love, Global Curriculum Coordinator	By: May, 2008
Objective:	b. Resources	Secure appropriate funds for the programme (Implementation budget)		
Organization				
Action 1: Determine and submit projected budget for Head of School and Board of Trustee approval			Who: Jen Berry, Director of Studies & Dan Love, Global Curriculum Coordinator & Jill Duncan, Director of Finance	By: January, 2008
Action 2: Allocate funds per teacher for trainings, support material and application fees			Who: Dan Love Global Curriculum Coordinator	By: June, 2008
Objective:	c. Facilities	Ensure appropriate facilities are in place for the delivery of the courses (labs, library).		
Organization				

Action 1: Compare present AP facilities requirements with projected IB facilities requirements		Who: Academic Department Heads & Jen Berry, Director of Studies & Dan Love, Global Curriculum Coordinator	By: September, 2008
Action 2:		Who:	By:
Objective: Curriculum	C1	Develop a comprehensive and coherent curriculum, suitable for the school and school student body.	
Action 1: Create a foundational skill set for teacher to implement		Who: Jen Berry, Director of Studies & Dan Love, Global Curriculum Coordinator	By: August, 2008
Action 2: Review best practices, current research and sample IB curriculum materials		Who: Dan Love, Global Curriculum Coordinator	By: October, 2008
Action 3: Explain IB Curriculum to departments and faculty		Who: Dan Love, Global Curriculum Coordinator	By: November, 2008
Action 4: Review and Evaluate present curriculum		Who: Dan Love, Global Curriculum Coordinator	By: January, 2009
Action 5: Determine curricular needs based on IB Diploma Programme		Who: Dan Love, Global Curriculum Coordinator	By: February, 2009
Objective: Curriculum	C2	Develop plan for teachers to plan collaboratively	
Action 1: Review and evaluate present collaborative planning opportunities		Who: Jen Berry, Director of Studies & Dan Love, Global Curriculum Coordinator	By: October, 2008

Action 2: Review and expand timetable and methods for collaborative planning opportunities			Who: Jen Berry, Director of Studies & Dan Love, Global Curriculum Coordinator	By: November, 2008
Objective 3 Curriculum	C3	Align teaching and learning practices with IB's		
Action 1: Require IB trained department heads to design course outlines			Who: Dan Love, Global Curriculum Coordinator	By: April, 2009
Action 1: Subject area teacher implement and teach designed course outlines			Who: Dan Love, Global Curriculum Coordinator	By: September, 2009
Objective 3 Curriculum	C4	Develop an assessment policy in line with IB's assessment policy and philosophy.		
Action 1: Incorporate IB criteria into present grading rubrics from 9 th grade to 12 th grade			Who: Dan Love, Global Curriculum Coordinator	By: April, 2009
Action 2: Use IB markscheme congruently with personal and school assessment policies			Who: Dan Love, Global Curriculum Coordinator	By: September, 2009
Objective 4 Students	D1	Develop a CAS programme, central to the DP		
Action 1: Have Steering Committee create definition job description for CAS position			Who: Steering Committee & Dan Love, Global Curriculum Coordinator	By: April, 2008
Action 2: Designate funding for CAS Coordinator for Fiscal Year 2010			Who: Jill Duncan Director of Finance & Dan Love, Global Curriculum Coordinator	By: November, 2008
Action 3: Publicize and hire previously created job description for CAS coordinator			Who: Andrew Menke, Head of School & Dan Love, Global Curriculum Coordinator	By: September, 2009

Objective 4 Students	D2	Develop a research programme to ensure that the Extended Essay is a central part of the DP		
Action 1: Determine best fit of Extended Essay in research cycle and Senior Leadership Project		Who: Dan Love, IB & Global Curriculum Coordinator	By: July, 2009	
Action 2: Explain Extended Essay to Librarian(s) and interested faculty		Who: Dan Love, IB & Global Curriculum Coordinator	By: August, 2009	
Action 3: Promote interested faculty for training opportunities (on-line or at workshops		Who: Dan Love, IBO & Global Curriculum Coordinator	By: September, 2009	

Sample Class of 2012 IB Candidate Curriculum (Art HL)

	2009	2010	2011	2012	
English	English I	English II (American Lit.)	A1 English HL	A1 English HL	
History	Comp. World Cultures	U.S. History	History HL (History of the Americas)	History HL (20th Century History)	
Math	Algebra I Honors	Geometry Honors & Algebra II Honors	Math SL	Math SL	
Science	IPS (Conceptual Physics and Conceptual Chemistry)	Ecology	Biology SL	Biology SL	
Art	Arts Foundations	<i>open: see math</i>	Art HL	Art HL	
World Language	open	open	Spanish B SL	Spanish B SL	
TOK / EE	open	open	Second Semester Fall and Spring Schedules: TOK & EE	First Semester Fall and Spring Schedules: TOK & EE	

Sample Class of 2012 IB Candidate Curriculum (Science HL)

	2009	2010	2011	2012	
English	English I	English II (American Lit.)	A1 English HL	A1 English HL	
History	Comp. World Cultures		U.S. History	History SL (20th Century History)	
Math	Algebra I Honors	Geometry Honors & Algebra II Honors	Math HL	Math HL	
Science	IPS (Conceptual Physics and Conceptual Chemistry)	Ecology	Biology HL	Biology HL	
Art	Arts Foundations		Art SL	Art SL	
World Language	open	open	Spanish B SL	Spanish B SL	
TOK / EE	open	open	Second Semester Fall and Spring Schedules: TOK & EE	First Semester Fall and Spring Schedules: TOK & EE	

NHS Spanish Program: Scope and Sequence

By the end of each year of Spanish, students should be competent in the following areas.

Spanish 1

Grammar:

Present tense conjugation (ar, er, ir)

Stem-changing verbs

Frequently used irregular verbs (ver, ir, ser, estar, etc)

Negation

Gender of nouns + accompanying articles

Noun/adjective agreement

Ser vs. Estar

Me gusta/encanta (expressing pleasure and displeasure about things and activities)

Near future tense (ir + a + infinitive)

Tener + que

Recent past (acabar + de)

Comparisons and Superlatives

Question words

Forming a question

Tú commands

Present Progressive

Speaking/Listening:

Basic pronunciation of Spanish letters, especially vowels

Rules about stresses in syllables (with and without presence of accent marks)

Conduct short, every-day conversations

Introduce and describe oneself

Understand basic classroom instructions

Reading:

Basic reading strategies- cognates and context

Getting main idea from short selections (pamphlets, short letters, paragraphs)

Writing:

Can construct sentences with proper subject/verb agreement and word placement

Spanish 2

Grammar:

More advanced understanding of ser vs. estar
Form more complex questions
Learn more stem-changing verbs
Affirmative and negative words
Saber vs. Conocer
Reflexive verbs
Conjugated verb + infinitive
Possessive Adjectives
Preterite (regular and irregular)
Imperfect (regular and irregular)
Direct object pronouns
Indirect object pronouns
Irregular tú commands
Irregular present progressive

Speaking/Listening:

Understands questions and can respond appropriately, if haltingly
Uses subject/verb and noun/adjective agreement appropriately
Can write what one hears and distinguish all the individual words
Understands and follows directions

Reading:

Using cognates and context efficiently
Use roots of words to determine meaning
Recognize prefixes and suffixes to determine parts of speech and related words

Writing:

Comprehensible thoughts
Writing paragraphs
Uses subject verb agreement properly
Adjectives agree with nouns and are placed properly

Spanish 3

Grammar:

Subjunctive

Future

Preterite vs. Imperfect

Present participles

Past participles

Por vs Para

Demonstrative pronouns

Demonstrative adjectives

Irregular Preterite

Commands (tú, Ud., Uds.)

Combining direct and indirect objects

Negative words

Conditional

Impersonal se

Listening/Speaking:

Conversation

Class presentations

Dictation

Proper pronunciation

Reading:

Read short stories (1-3 pages)

Make meaning of written text

Adept in using context to facilitate comprehension

Use dictionary appropriately for comprehension

Writing:

Comfortable writing a solid 2-3 paragraph essay

Subject/verb/adjective agreement and placement

Basic understand of sentence structure and syntax

Spanish 4

Grammar:

Future perfect

Pluperfect

Subjunctive with adjective

Imperfect subjunctive

Se and indirect object

Listening:

Dictation

Responding to discussion questions

Recognize and understand story-related vocabulary

Speaking:

Presentations

Write and perform dialogues

Discussion questions

Express opinion

Talk about personal experience

Increased confidence to speak

Writing:

Answering comprehension questions

Compare/Contrast Essay

Opinion papers

Translations

050428

To: IB North America

3/5/2009

NEW HAMPTON SCHOOL

INVOICE NO.	INVOICE DATE	DESCRIPTION	AMOUNT	DISCOUNT	NET AMOUNT
021409	2/14/2009	Application Part B	\$7,000.00	\$0.00	\$7,000.00
Totals:			\$7,000.00	\$0.00	\$7,000.00

NEW HAMPTON SCHOOL

70 MAIN STREET
NEW HAMPTON, NEW HAMPSHIRE 03256
(603) 677-3400

TD BANKNORTH
MANCHESTER, NH 03105

54-7/114

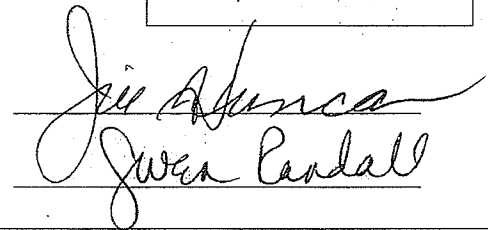
CHECK DATE	CHECK-NO.
3/5/2009	50428

CHECK AMOUNT
\$** 7,000.00

PAY
TO
THE
ORDER
OF

Seven thousand and 00/100 Dollars**

IB North America
475 Riverside Drive
Suite 240
New York, NY 10115



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